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JOURNAL of EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Selling Health

EDWARD J. TOBIN, superintendent of Cook County, Illinois, insists that the business of the school is to have children learn in school things that they can market out of school. He protests that simply learning in school what can be sold to the teacher for credit is not education.

He insists that there are fourteen good markets out of school for what children can learn in school, and one of these is *health,* and every school must help every child to have health to market.

Out of the cities that have their own superintendents there are in Cook County about 170 rural and village schools. There is posted every September on the walls of the schoolroom a chart with the name of every child in that room with a space for seals of various colors, and there is always a seal opposite every name telling the health-rating of the child.

In early May each school selects its best health specimen. This choice is by the teacher.

Then all of these school representatives of the township compete to select the best health specimen of the township. This selection is made by the director of education of the school districts, of which there are seven.

The health specimens of the townships of each of the seven districts compete for the championship in health of the district. This choice is made by one of the three health officers of Chicago. This choice is made in public at the school festival of the district in the last ten days of May, and the winner receives a great ovation.

This year I was present at one of these festivals when there were three thousand children of the district who marched in the parade.

These were the pupils from the fourth to the eighth grade. There were also more than 3,000 parents and friends of the children at the festival. These festivals are always in one of the public parks in the famous forest preserves of the county.

There were twenty-five schools in this district, and there were banners to be won in athletic contests of various kinds. Each school could select one competitor for any athletic feature in which it thought it had a pupil of championship ability.

These athletic contests, wisely supervised, were held before one o'clock. At half-past one all of the

children of the twenty-five schools, with school-color caps and innumerable banners, formed for the parade, which was wonderfully impressive. Then they massed on the lawn about the grandstand, and after the health winner had been presented, the banners were presented to the winning schools.

Early in June the seven winners of the districts meet at the office of the county superintendent of schools, and the three health officers of Chicago decide which of these district champions is the health champion among the eighty thousand children in the rural and village schools.

The eighty thousand children strive for a better health record every day for forty weeks. Thus Superintendent Edward J. Tobin is selling health to these children and incidentally to the homes from which they come.

No language can express the service to these children and their families from this marketing of health every day every year through this health crusade, and the school work in every subject is vastly better than it could have been without this health service.

In seventy-five years the population of the United States has increased 100 per cent. and its wealth has increased 4,000 per cent., and we have only made a beginning.

Babe Ruth at the Bat

BABE RUTH makes a new home run by way of the bleachers.

"There's entirely too much cursing from the bleachers at ball games. Out there in the bleachers is where the kids sit to watch their ball games. They haven't money to buy grandstand seats and they have to pack themselves into the bleachers, along with the grownups who go there day after day. The kids are taking up the same cuss words that the big fellows use. They hear some big fellow swearing and they think it's smart to do the same thing. The result is that instead of baseball being a good thing for them, they're learning a lot of stuff that isn't good for kids to know.

"You'd be surprised at the sort of language that is used by the bleacher fans every day. Some of the things that are shouted from the bleachers make me blush for the fellows who yell them. It's terrible. I've got a hunch that if most of those fellows who do the cussing knew how it sounded, or stopped to realize what it meant, they'd cut it out. After all a man can watch a ball game, he can cheer all he pleases or razz a player as much as he likes without using language that's entirely out of place.

"It isn't good sportsmanship. It isn't fair to the kids who like their baseball games and who have just the price of a bleacher seat."

The National Bureau for the Advancement of Music has awarded the highest honor to the High School band of Joliet, Illinois. This is the third successive year that this school has won the trophy. This Bureau is rendering great service to the United States by this trophy-winning contest.

Passing of the Recitation

V. T. THAYER of the Ohio State University has prepared one of the best histories of American education of the last sixty years that has been written by any one. It is reliable history that is really worth knowing.

Perhaps we appreciate it because we have lived through the making of this history and can check up on it. Rarely does anyone write or speak of educational history, even fifty years ago, who has not been guided by what was written theoretically about what some one thought should be done, but which never was done.

Professor Thayer has taken one phase of educational history, "The Passing of the Recitation" (D. C. Heath & Company), and has traced it from its triumph over individual instruction, which had been in vogue for more than two hundred years, and has brought it around to the Preston W. Search, Frederick Burk and Carleton W. Washburne revival of individual instruction.

With the same historical instinct he traces the dawning and mid-day glory of supervised study, the socialized recitation and fourteen varieties of project methods.

It is a presentation of the recent making of educational history that should be carefully studied by every teacher and principal, supervisor and superintendent in America.

Murlin's Successor

DR. GARFIELD BROMFIELD OXHAM, Glendale, California, who succeeds Dr. Lemuel H. Murlin as president of De Pauw University, Greencastle, Indiana, is better known in Methodist Church circles than among educators, but he is spoken of as a brilliant platform speaker and man of several administrative achievements. He follows a man who has been a great president of three universities—Baker, Boston, and DePauw.

Edward Rynearson of Pittsburgh, Pennsylvania, says: "More strict enforcement of compulsory attendance laws will increase the attendance, but the schools must adapt the present curricula to the needs of these pupils or make new ones."

Ford's Wisdom

BY ALL ODDS the greatest magazine article of June is in The World's Work. It is "America Has Just Started," by Henry Ford, as interviewed by Samuel Carruthers. Here are a few of the thousand similar scintillating sentences:

"It takes no brains at all to say something *cannot* be done."

"If we compare what we now have with what we can and shall have in the future we have hardly scratched the surface of prosperity."

"We are as far away from perfection in production as ever we were."

Marshall College Festivities

PRESIDENT M. P. SHAWKEY, of Marshall College, Huntington, West Virginia, had a famous home-coming of West Virginians on June 3 and 4.

Bishop Hughes of the Methodist Church, a West Virginian by birth, preached the Baccalaureate sermon.

Ambassador Morrow of Mexico delivered the graduating address. He was born at Marshall College when his father was president of the institution.

Colonel Bennett C. Clark, son of Champ Clark, one-time president of the college, was the principal speaker at the banquet in honor of Mr. and Mrs. Morrow. It was the ninety-first commencement and closes the most prosperous year in the history of the college.

There is a lot of nonsense in the whine about educational expense. It costs less to operate a 100-candle-power lamp than it does to operate an old-fashioned candle. It costs less in proportion to what a child gets from school today than it did twenty or fifty years ago.

Mark Keppel

MARK KEPPEL, the glorious leader of California, has passed on. I have rarely felt a loss as keenly. He was one of the noblest of my professional friends. Most festively I spent more time than ever with him at the California State Association at Los Angeles last December. As I recall it now it seems as though it had been arranged for us to enjoy each other several times daily for five days.

Not since John Swett was in his prime has California had a leader comparable to Mark Keppel. No other county in America has created a school system one half as great in the same time as has Los Angeles County. We have said editorially while Mark Keppel was alive that Los Angeles County has the best elementary and secondary schools in the United States.

Los Angeles County has had exceptional men as county superintendents, but Mark Keppel has served many years with never so much as an interrogation mark as to his continuance for life.

Mark Keppel was the only man in Southern California who was as noble a leader of all California as the state has had for a third of a century.

School-Home Projects

IT IS NOT easy to realize that vocational education is only twenty years old, and that it is only seventeen years since any state provided for it, and only eleven years since there was Federal support therefor.

Twenty years ago there was only one teacher of agriculture in a high school, and that was only for the summer months. Northampton, Massachusetts, was the pioneer.

In 1911 Massachusetts Legislature agreed to pay two-thirds of the salary of specially qualified teachers whom a selected list of high schools might employ. In 1917 the Smith-Hughes Law sanctioned and provided Federal support for Home Project work in agriculture provided it functioned for six months of the year.

Now Home-School Projects are so universal that it seems as though they had always been in action. Professor William Heard Kilpatrick of New York magnifies school garden projects until they produce fabulous values, and scarcely a city or county in the United States is without school gardens. They are now almost a special science.

In one state in four years the schools have increased the exporting of marketable poultry from $35,000 to $4,000,000.

In one county eighty thousand children in village and rural schools are required to have school-home projects as genuinely as they have their arithmetic and spelling lessons.

The Green Bay Way

A HIGH SCHOOL in Green Bay, Wisconsin, makes a use of the library that is worth broadcasting. There is a library fee of twenty-five cents a year suggested, not required, but none of the thousand students has ever hesitated to bring his twenty-five cents. This provides $250. This brings to the library more than fifty magazines, which exposes every student to every magazine that the librarian and members of the faculty would like to have the students familiar with. They subscribe in advance, of course, and get the lowest possible price.

This promotes the reading of the important magazines in the home. It is possible for any student to subscribe at the same price for any of these magazines for the family. All in all it is a remarkable use of the library and of the extension of the use of the library. It is no burden to any one and a blessing to many.

Belding's Page

SALARIES NAILED DOWN

SCHOOL authorities of New York City were preparing to spend $1,200,000 in "super-maximum" increments of teachers' salaries, distributing this amount in recognition of professional study, university degrees and the like. But Corporation Counsel Nicholson ruled otherwise. He could find no power resting with the school department to base the rate of a teacher's pay upon anything but the number of years of successful service.

New York's legislature can amend the law to provide for special awards on account of professional study and other distinctive qualifications. But it would perhaps be better for the state laws to let such matters alone, leaving their determination to local committees. A certain degree of flexibility best serves the development of ideals and practice in the public schools. Many cities, unhampered by statutory law, are encouraging the mental growth of teachers by monetary rewards. Difficulty will always exist in grading the pay of teachers according to their true worth, which should be the chief criterion. That difficulty and the danger of favoritism and pull no doubt explains the enactment of laws putting salaries upon a time basis—so many years, so much pay. Any such arrangement stops far short of perfection.

AUXILIARY MATERIAL

TOURIST agencies, railroads, steamship lines, chambers of commerce and various other organizations are besieged by pupils and teachers seeking illustrated folders for the furtherance of projects. The generous manner in which the companies and civic agencies nearly always respond to such requests is unmistakable evidence of their belief in education and their desire to help in any way they can.

Often the letter of request from a school closes with the words, "Thanking you in advance." This is an expression which modern business is learning to discard. Real courtesy and appreciation are best shown by a brief word of thanks mailed after the favor has been done.

LOOSENED SEATING

MANY schools are being equipped with movable furniture. It is too early to tell whether the idea is a fad, likely to be abandoned a little later, or represents a permanent gain.

Flexibility of arrangement is, of course, the main argument for desks and chairs that are not screwed down. The ideal classroom has ceased to be one in which pupils sit bolt upright, eyes front, arranged like squares on a checker board. Pupils divide up into groups. There is more freedom, more of spontaneity. Hence it seems desirable to have furniture which can be moved about the room.

Some teachers like the flexibility thus afforded. Others are annoyed by the absence of orderliness.

Unquestionably the movable seats and units are enjoying a wide vogue right now. Old notions of discipline have been loosening up, and in this process they are pulling the screws from the feet of school desks and seats. Possibly the question of fixed or movable sittings is less vital than that of hygienic or unhygienic posture produced by the furniture selected.

TRAINING FOR MATRIMONY

PERSONS eager for the remedying of some evil have long been in the habit of exclaiming: "There ought to be a law." But the fact has at length percolated into some well-meaning heads that reform through laws is difficult if not impossible. And so we have today a growing number of citizens who look to education, a slower process, for every desired improvement of the race.

Instead of advocating more laws, a moderately enlightened portion of the public is demanding more courses in the schools.

A Los Angeles judge before whom have come thousands of divorce actions recently declared that "there ought to be a course" in marital economics in the high schools. He would have the sacredness, the duties and the responsibilities of marriage taught in such a course.

Every clergyman and every civil magistrate before whom couples come to be joined in marriage knows that the relationship is entered by many who have no proper notion of what it is all about. Those who marry in haste nowadays repent in haste likewise, and seek the aid of the courts to undo their folly.

Education in the meaning and seriousness of marriage is certainly one of the needs of our time. Where and how such education shall be given must be determined by experiment, supported by public demand.

A GUIDE TO BOOKS

AN EXAMPLE of faculty co-operation in behalf of students is to be seen in a book list issued by Wesleyan University (Connecticut). Edited by three members of the English department from material prepared by the faculty at large, this pamphlet suggests many worthwhile volumes in English and foreign languages, and gives a brief characterization of each book. The aim is guidance in the selection of a personal library.

Anson W. Belding

Associate Editor.

The Rights of Children

By JEREMIAH E. BURKE, Superintendent
Boston, Mass.

WE HEAR much in these later days about the rights of men—and of women—and all this is hopeful and commendable. But there are still too few to proclaim the rights of children. And yet children also possess rights, inalienable and irrevocable.

It is the right of children and youth to grow and develop; to acquire correct habits, physical, intellectual, and spiritual; and under the most competent guidance to be educated to the highest possible extent compatible with their capacities and endowments; to the end that as individuals and as members of society they may occupy those stations in life for which they are best qualified by nature and by training, and that therein they may discharge duties, perform services, and enjoy the blessings of liberty more abundantly than they could in any other place or sphere in life.

It is not merely our province, but it is our duty as educators to study the inclinations, possibilities, potentialities of children, and then by some mysterious power to so counsel, advise, and direct them that they will find their niche in society. Of course we shall not predetermine careers, but we shall through a variety of exploratory courses attempt to enable the child to discover his own bent. There is an enormous wastage today, due to the fact that men and women have not discovered their proper vocational or occupational careers. The nation, therefore, is not utilizing its human resources. There is further wastage in the absence of educational opportunities. Take the boy or the girl who leaves school at the age of fourteen, at the period in his life when his will is undeveloped, and when he is least competent to meet and resist the temptations of life. They go forth frequently undirected, sometimes ill advised, upon the "sea of life," and the strange thing is not that so many flounder in the depths, but that so many actually survive. Society for its own protection must come to the support of all boys and girls and keep them in school; keep them in school beyond the age of fourteen or fifteen; and when they finally do leave school there should be provided some sort of continuation school or extensional work, so that the boys and girls shall remain under the control of the competent and dispassionate stewardship of the school until they shall have attained the age of at least eighteen years. We cannot overestimate the educational importance of this new type of continuation school which is still in its infancy, and which is so rich in possibilities. At heart the continuation school is devoted to vocational or educational guidance, and should be intimately and directly co-ordinated with departments of vocational guidance. It is another great and worthy opportunity for the guidance of boys and girls from fourteen years of age upward through their minority. Let us so adjust programs that if the children are retained in school they will not be imprisoned but rather become liberated.

In all large school systems there should be established modest experimental laboratories for the study of children and of their individual needs, identified with the department of vocational guidance. In such laboratories we could determine more accurately than heretofore the needs of special groups of children and the necessary diversifications in curricula, and thus justify the extension of further educational facilities.

Of course we shall be met with the objection that the program is ambitious and expensive. Democracy itself is expensive. It has cost the world its best treasure in blood and in human sacrifice. If we really believe that the bulwark of American democracy is ideal education, then we shall acknowledge that educational parsimony means political bankruptcy. The opening up of unlimited educational opportunities for boys and girls unquestionably involves a large expenditure of the public funds. You cannot have these types of education and not spend money, and states expending the largest amounts of money have the best schools, and those parsimonious in school expenditures are discreditable to the nation.

This country gave me, as it gives every boy and girl, a chance. It gave me schooling, independence of action, opportunity for service and honor. In no other land could a boy from a country village, without inheritance or influential friends, look forward with unbounded hope. My whole life has taught me what America means. I am indebted to my country beyond any human power to repay.

—Herbert Hoover.

The Teaching Load

By ANNE M. GODING, Principal
Normal School, Washington, D. C.

A CLEAR distinction should be made between the teaching load and the service load. Any super-standard non-teaching service assignment or requirement should be balanced off with a corresponding reduction in the burden of the teaching load. For all practical purposes the standard for the teaching load approved by the American Association of Teachers Colleges at the Washington meeting in February, 1926, should be regarded as maximum.

Extramural courses and courses given on the campus in the late afternoon, in the evening or on Saturdays for teachers in service or other adult groups should be regarded as a part of the "regular" teaching load, and a corresponding reduction should be made in the intramural or so-called "school day teaching load."

No regular classroom demonstration teacher in the campus demonstration school should be required or expected to give more than two public demonstrations per day before classes or conference groups.

No classroom training teachers should be expected to assume responsibility for more than one standard size group of children nor for more than two full-time student-teachers at any one time.

No supervisor of training school work should be assigned more than fifteen classroom training teachers and thirty full-time apprentice teachers or student-teachers at any one time.

The complexity of a teacher-training school makes the understanding of the problem therein difficult for the layman, especially for the taxpayer when he questions the expense per pupil in the Normal School. Such questioning has arisen with the result that many city training schools, especially in the East, have been put out of business and teacher-training placed in the hands of the state. In dealing with the teacher load one must, therefore, while emphasizing the ideal, think of the economic problems of the individual city which he has in mind and perhaps make reductions in the number of assistants with the consequent increase in the load above that which is desirable for the teaching staff.

But emphasis of an ideal by forceful repetition may lead to approach and possibly to final attainment. Such an ideal is so well set forth by the chairman in his introductory statement that only a brief expansion of the topics developed by him is essential. It might be well for the purpose of clearness to state at the outset the classes of normal school instructors, dividing them into: (1) academic; (2) demonstration; (3) practice; and (4) supervisory teachers. The load of the first class may be stated in clock hours, in periods of less than clock hours, or in pupil hours, of the others in number of pupils and number of students in training. All these instructors should be members of the Normal School faculty and not alone those indicated under Topic No. VI in the report of the American Association of Teachers Colleges made February, 1926, whom, for the lack of a better term, I shall call academic.

When considering, according to the chairman's first and second paragraphs, the academic corps, it seems unnecessary to make a distinction between the "teaching load" and the "service load," but to state instead that the teaching load has two distinct aspects, classroom teaching and general service assigned to a teacher or voluntarily taken by her for the well-being of the school. Illustrations of such service are in connection with the school paper, dramatics, the glee club, special basket ball and other athletic practice, debates and other projects not assigned to students but chosen by them as educational or recreational. In the average normal school these activities are accepted by teachers to be worked out at the close of days which have been filled with even more than the approved number of regular classroom hours. Evening or Saturday work for teachers in service should, of course, be in exchange for and not in addition to regular teaching.

All will agree that the load approved by the American Association of Teachers Colleges, sixteen clock hours per week, should be the maximum. In many schools, however, the multiplicity of subjects required to train in two years a graduate to teach in the city schools necessitates the shortening of the sixty-minute hour and divides the sixteen clock hours into many more periods of work with smaller sections. This is an added burden on account of repetition of subject matter, but allows clearer understanding of the individual student with opportunity for his development. Possibly the expression in pupil hours gained by multiplying the number of teaching periods by the number of pupils in each section should also be considered.

The question arises as to how the so-called "idle" hours are filled by academic normal school teachers. Sometimes preparation of subject matter can be accomplished only under the roof of the school where the library is accessible and the classroom possessions of the teacher are at hand. Often students must be followed into their practice schools and their work observed and analyzed with them or their special critic teachers

for the good of the individual pupil and for gain by the teacher as to the better direction of her classroom teaching. Many hours are given over to conferences with individual students who feel the need of special assistance in their solution of intellectual, professional, or ethical problems. In this day of economy in the educational budget time spent in a public city school for the special research, considered of great value in the endowed university, would seem an unwarranted extravagance, but will not such study be considered in the near future a reasonable and necessary assignment during the teacher's school day?

The statement of the chairman in his third paragraph that no demonstration teacher should give more than two public demonstration lessons per day shows sound judgment, but that statement does not imply that one lesson a day might not often be wiser than two. A demonstration school is usually open for observation on the part of individual students or of small groups studying children or general classroom procedure according to special assignments or their own desires. The work of this teacher is nerve-wearing and should be carefully considered by supervisors and principal.

The load assigned by the chairman to the classroom training teacher, whom I have named practice teacher, is reasonable if these teachers are classified according to the salary schedule considered under his Topic 5. In some cities the qualification and salaries of practice teachers are equal to those of academic instructors. This is true in Washington, D.C., and to each of these practice teachers are given two standard-sized schools with two students in each school. This arrangement leads to hard service by teachers and students, but satisfaction as to dignity of position and salary on the part of the teacher, and independence and strength, perhaps crude at first, on the part of the students in training. Economy is also secured when one teacher is responsible for two sets of children, but the consideration of economy is a departure from the ideal toward which we are working. A plan of high value would be the assignment of three teachers to four schools, two teachers to train the two students allotted to each class of children and the third teacher to teach the children in each classroom an hour each day in order to give the training teacher and her students time for conference and preparation of work, and also to make good some of the losses by weak student teaching. No mention has been made of graduated practice work by which students are first assigned to simple schoolroom tasks and gradually worked into the whole-day intensive teaching. If this kind of practice is engaged in a special load might be designated for a teacher whose school would be broken into by numbers of students doing special work planned by academic or supervisory teachers and analyzed and criticised by them.

The duties of the supervisor of training school work should be carefully considered before her load, noted in the last paragraph of the chairman's introduction, should be decided upon. She is not simply one who supervises according to her own ideas, but she is also the connecting link between the academic department dealing with the subject matter, theory, and methods, and the practice department. She may, herself, be a part-time teacher of methods. She should be superior in wisdom, judgment and tact. She should have at least a regular Normal School salary and should be assigned a reasonable load, perhaps not so definitely stated as in the suggestions of the chairman.

There is no duty of more vital importance in a teacher-training school than the careful consideration of the load placed upon the teaching corps.

A Well Deserved Tribute

JAMES H. HARRIS, superintendent, Pontiac, Michigan, has had uniform success in Dubuque and Pontiac, and the fact that he has had the unswerving loyalty and devotion of his teachers without soft pedaling on vital issues justifies our use of a most unusual testimonial.

The following lines were recently sent to Superintendent Harris anonymously by one of his teachers. We have known Mr. Harris in his work for many years, and know that this tribute is every way deserved:—

AN INSPIRATION

You came into my room one day,
You came in with a smile.
And had you uttered not a word,
Your call had been worth while.

I'd labored, stumbled, plunged along,
With a room of forty-four.
They were naughty—I was cross.
The schoolroom was a bore.

Was I accomplishing a thing?
Was I on the right road?
Would that somehow help would come
To lighten my heavy load.

Suggestions we can read by scores,
From recommended books.
But these do not inspire me
Like approving, smiling looks.

I'll burn the midnight oil and work,
With joy and no regret.
My boss thinks that my work's all right!
And I shan't soon forget

That
You came into my room one day,
You came in with a smile;
And had you uttered not a word,
Your call had been worth while.

Spirit of Guidance

By JOHN H. BEVERIDGE, Superintendent
Omaha, Nebraska

RUSKIN once made this statement: "When men are rightly occupied, their amusement grows out of their work as the color-petals out of a fruitful flower." At another time he said: "No teacher can truly promote the cause of education until he knows the mode of life for which that education is to prepare his pupil." Every one will admit the truth of these two statements, and yet many who are working in our junior and senior high schools seem to think that vocational guidance is a thing of lesser importance in the school, when indeed it is one of the most important factors.

In the family, children need the guidance and help of the parents. As you talk with parents you find that they are especially interested in the future vocations of their own children. Most of them are anxious that the children do something which will enable them to earn a livelihood, and something which will be worth while and of service to society. It is our belief that most teachers have this same feeling toward the children under their tuition but are unable to know how to proceed.

In a bulletin entitled "Cardinal Principles of Secondary Education" we find this significant principle stated: "Vocational education should equip the individual to secure a livelihood for himself and those dependent upon him, to serve society well through his vocation; to maintain the right relationship toward his fellow workers and society and, so far as possible, to find in that vocation his best development."

In order to accomplish this it is necessary for a child to pursue, in life, the thing for which he is best fitted and in which he finds greatest enjoyment. This ideal cannot always be accomplished, but a well organized high school faculty can do many things which will be of untold benefit to the children under their tuition toward achieving this ideal.

We give instruction in vocational guidance. The aim is therefore to give each student a comprehensive view of conditions and opportunities in employment in his community and especially in relation to his capacities and interests. The purpose is is to guide the student in self-development and to fit him for the place he desires to occupy. This study acquaints him with the industries of his community and his own needs if he is to enjoy an enlarging participation in them.

The students in this school already have jobs. But this does not mean that they have painstakingly considered their jobs to determine whether they are something to stay with, or merely to bridge over a present difficulty.

The chances are that these young people have never considered the permanency of any job. This is partly due to the fact that they have no formulated standards by which to *judge* jobs. With them, the main thing is to *get* a job. Their way of judging a position is to find out whether it pays as well as the jobs other young people have and whether the conditions are better or worse than the average.

These young people either have no definite objective in life or have no vision of the possibility of building a pathway from their present occupations to their ideal occupations. They know neither the requirements of the occupations nor their own capacities.

Their own aptitudes are quite as uncharted as their jobs, and quite as unstandardized. A job is a grim necessity to them, and the idea that one may find joy in his work for the sheer love of the doing is generally foreign to these child workers. They need to be helped to cast up their accounts and take stock of their assets and liabilities.

"Our Godless Schools"

By FRANK D. BOYNTON
President, Department of Superintendence, National Education Association

Manned with the God-fearing men and women of all creeds and faiths—Jews and Gentiles, Protestants and Catholics — how can our public schools be "Godless"? If this charge were true, what a confession of weakness it would be on the part of those creeds and faiths which proclaim it. Those who lose no opportunity to utter this slander are either misinformed or so blinded by prejudice, mysticism, and theology as to be utterly incapable of recognizing the fine spirit of religious toleration and brotherhood that characterizes our American public schools.

Problems of College Entrance

By PHILIP W. L. COX
School of Education, New York University

IN THIS presentation of the problems of college entrance arising from the development of the junior high school, the following positions will be taken:—

1. That the junior high school is an expression of a revolutionary conception of education. It prepares for all life, and hence for college life, but not for admission examinations.
2. That there is great similarity between the current educational developments in the college and those in the junior high school, both in regard to curriculum adjustments and to student participation and social activities.
3. That there is no opposition between qualities desired in its students by colleges, and the qualities that the junior high school aims to develop.
4. That the personal rating, scholastic record, and the subject requirements of the tenth, eleventh, and twelfth grades furnish adequate evidence of scholastic fitness for college work.
5. That there is needed an activity analysis of college students to determine what should be taught in secondary preparatory schools. Admittance might then depend on the degree of successful practice of these behavior-forms, plus native intelligence.
6. That the junior high school is potentially far more important to the continuance and improvement of our social institutions than is the college, since the whole generation of early adolescents is getting direct preparation for social participation and individual development in the junior high school.

THE SITUATION AS IT EXISTS AT PRESENT

The junior high school consists of children of the age groups corresponding to grades seven, eight, and nine; theoretically, this means children from twelve to fifteen years of age. It is assumed that children at twelve years of age are pre-adolescent, active, rugged, self-centred, of transient interests—the "Big Injun" age (1); and it is expected that at fifteen they have become adolescent, will have passed through the period of most rapid growth with its resulting incoördinations, not only muscular and nervous, but also social and temperamental. As a matter of fact, the more significant junior high schools frequently admit bright, "accelerated" children before they are twelve, and also admit "retarded" children of thirteen even though they have not completed six grades of elementary school. Hence the group completing junior high school would not be exactly fifteen. But on the whole the grade-levels of the junior high school are far more homogeneous in age and in social maturity than elsewhere in our educational system.

Now the public junior high school is not a college preparatory school. It has to do with the education of children of late pre-adolescence and early adolescence for greater social efficiency, for better uses of leisure, and for good will; these ends it promotes by means of present practices. Its fundamental conception is that what children will do in the future depends largely on what they do adequately and joyously now, that what children will know and what they will do in the future will depend on what they desire to do, to know, and to be. Hence, the junior high school endeavors to build up the emotional life of the child, to establish his self-confidence, his feeling of adequacy, his desire to participate in constructive enterprises, and his joy in service to his fellows and to his school.

At the present time the greatest obstacle to the attainment of this ideal in the junior high school is the stupid and paralyzing fear of college entrance requirements. In a broad sense the colleges are not to blame for this; they are simply inert and self-centred; hence, they are sometimes arrogant because they are ignorant of the *broad* program of public education. The blame, so far as it can be assessed, will have to be laid largely at the door of senior high school faculties, of pompous, unreasonable parents, and of cautious, politically sensitive school boards and superintendents of schools. By tradition the burden of selection and preparation for college entrance has been the recognized function of the secondary school. If students fail of admission to college, parents are critical of the school; and school people, being human, "pass the buck" to the junior high school.

Algebra, Latin I, English rhetoric, ancient history were relics of the barbaric freshman year of the high schools of the nineteenth century. I say barbaric—perhaps savage would be the more exact word. For the stupid, meaningless grind of the traditional freshman year has not only disheartened and disgusted and discouraged boys and girls, so that most of those who formerly entered high school left within a year, but also in the past the freshman program has actually prevented many eighth grade graduates from entering high school. Even with the better curriculum of the present, about forty per cent. of the four-year high school enrollment is in the freshman class.

With the development of the junior high school

(1) cf. Pringle, Adolescence and High School Problems, p. 8.

there have been greatly enriched curriculum opportunities for ninth-grade pupils. The prescribed subjects in the more progressive junior high schools have been so modified as to deal with present activities of children, which are, as a matter of fact, very similar to those actually important in adult life.

Take, for example, the English language activities of most importance in adult life, as gathered from 2,615 different occupations by the English Council's committee on place and function of English in American life (2):—

"Interviews: word of mouth inquiries; reports to a superior; instructions for subordinates; conferences.
Conversation: with casual acquaintances; at social gatherings; over the telephone.
Public speaking: informal discussion; preparing addresses.
Writing: informal notes and memos for one's self; formal notes of invitation, introduction, etc.
Reading: legal documents.
Listening: to an interview, a conference, or a public meeting."

Now, the junior high school undertakes by means of present practice of these very activities, to improve the pupil's ability and desire to speak and write correctly. Analyzing sentences and memorizing Latin names for English forms have little or no effect on either ability or desire to improve one's spoken or written English. Indeed, in junior high schools, in foreign quarters, thirty per cent. of the written errors are mistakes in idiom not classifiable as grammatical at all; the mistakes in correct usage of forms are frequent in number, but few in different kinds of mistakes. (3)

Similarly, we might look to see how the junior high school gives present practice with satisfaction in the activities typical of civic life, in the promotion of individual and community health, in a dispassionate, critical, but sympathetic attitude toward social institutions of school and community. We might observe the new aspects of science and mathematics teaching by which junior high school boys and girls are studying their own environments, and so are gaining a familiarity with an understanding of man's place in nature, his uses of natural laws and materials, and the instruments and language which man uses in dealing with science. I wish that we might look at some of the successful practices used by junior high schools to promote the appreciation of beauty, and of the more "spiritual" aspects of their natural and social environments. And finally, if I could paint an adequate picture of the changes that take place in homes and in whole neighborhoods due to adequate leadership by the junior high school teachers of practical arts and home making, I could give you a new vision of the possibilities of education as a telic process.

It is not that pupils from vital junior high schools know more or can do more than pupils from conventional schools—though I am sure that they do and can; the important point is that they desire to do more, to know more, to be more, and *that they feel adequate* to fulfill these desires.

So much for the outcome of the junior high school's core-curriculum—the activities that are alike or very similar in kind and amount and in which all pupils engage.

Junior high schools also provide more or less specialized educational opportunities of two types for the attainments of the same objectives. These are very frequently prescriptions and electives for pupils to overcome shortcomings in fundamental skills and knowledges; and nearly all junior high schools offer elective opportunities to stimulate and develop inherent and socially acquired interests and abilities in fields of science and mathematics, of languages and literature, of artistic expression, and of prevocational work.

By means of its core-curriculum and elective courses, and even more through its pupil clubs, assemblies, advisory systems, athletics, publications, and internal government, the school offers every pupil according to his genius, broad practical experiences similar to those of social life, and hence most adequately preparatory for active participation in life. In other words, it is intensified and intelligently directed democracy of all the children of the community at the period when friendly and sympathetic control is most essential. In this atmosphere of enthusiastic participation in a widely diversified program of activities, every pupil may discover for himself his aptitudes and interests. Hence, he may set out more earnestly and intelligently on his further educational and vocational career, and may find the place in the social scheme where he can contribute most and feel most adequate.

Children have questions regarding sex, relations to parents, social approvals, individual interests and behaviors that are seldom asked directly of parents or teachers. But pupils could be helped to answer these questions for themselves if teachers would give sufficient thought and effort to the promotion of situations in which some or many of these questions might arise naturally, and find their answers as behavior-adjustments—how to apologize for an offence, how to deal with an unreasonable and irate parent or other adult, how to behave with members of the opposite sex in all typical situations of life, how to examine critically, but sympathetically, all sorts of social

(2) School and Society XXIII, No. 588, pp. 424-5.
(3) Driggs, H. R.; Equipment of Pupils Entering Junior High School, unpublished doctor's dissertation, N. Y. U., 1926.

institutions ranging all the way from taking off one's hat on entering a house, to the authority of the Supreme Court of the United States. The adoption of a fearless scientific attitude toward life can be gained only from direct experience with life itself.

The student in our high schools needs most to feel the supreme importance to himself of his own questions. As Hart expresses it, he has a right to have his own questions; his own questions are more important than are mathematical or chemical formulae; not to ask them is to suffer partial death, and not to be permitted to ask them is a sort of spiritual murder; to seek all his days for answers to them is the way of wisdom; and all mathematical formulae—all the sciences and learnings, in fact—are significant just in the measure that they help us in the long run to answer the profound questions of life and work, of love and happiness. (4)

It should be noted that the dynamic conception of education that underlies this revolutionary new institution is functioning in the senior high school, and in the colleges themselves as well. The emphasis on the social-civic aim of education has gained headway in the high school in spite of the colleges. General courses in social science fields are prescribed in some states by legislative action; in others they are prescribed or advised by state departments.

Even in the colleges the curriculum has been modified to include courses designed to adjust the student to the college environment; for example: College Aims (Antioch); Orientation Lectures (Brown); Introduction to College Work (Johns Hopkins). Then there are courses designed to give a historical background to contemporary civilization; for example: Introduction to Contemporary Civilization (Columbia and many other colleges using the Columbia syllabus); Historical Introduction to Political Science and Economics (Princeton). A third group designed to present the leading problems of American citizenship has been worked out; for example, Problems in Citizenship (Dartmouth, Leland Stanford, Missouri). There is a fourth group designed to train the student in thinking; for example, Introduction to Reflective Thinking (Columbia). In addition to the courses that may be properly classed in one of the foregoing groups, one institution, at least, offers an introductory course in evolution. In general, where these new courses are offered, students are required to take them in either the freshman or sophomore year, but in some cases they are elective. (5)

Not only have these formal curriculum modifications appeared in colleges, but there have been also vital advances in serious co-operations of the college administrations with undergraduate groups. Of outstanding importance and excellence was the report of the committee of Dartmouth students appointed by President Hopkins, especially since the college recognized their work as curricular by granting credit toward graduation for it. Most recently there has been published the report of the Harvard Student Council considering and offering solutions for many college problems. (6)

In an editorial in the Harvard Alumni Bulletin for April 15, 1926, appears the following most stimulating comment on the changes in college practices:—

> "The new tutorial system, the new general examination system, and whatever else is new in Harvard College, work in the direction of promoting a closer relation between what you want to do and what you ought to do. They are calculated to break down the line between 'curricular' and 'extra-curricular' activities, by introducing the extra-curricular spirit into the curricular subject-matter. It is hoped that the day may come when the undergraduate will get as much 'kick' out of adventuring in the arts and humanities as the assistant-manager candidates now get out of piling footballs on the side-lines or removing the shin-guards from the 'varsity catcher."

Surely it is not reasonable to suppose that intelligent college faculties who are busy making such adjustments as these in their own curriculum practices would willingly stifle an institution of such promise as the junior high school. This would be impossible to believe if one could be sure that college faculties realized that not everybody goes to college. Great as has been the growth of college enrollments, it is still true that for every 1,000 students enrolled in the first five grades, 342 enter the conventional high school, 139 graduate from high school, 72 go on to college. (7) If college faculties believe in the new curriculum for the 72, then they surely cannot knowingly deny it to the 923 who do not go to college.

As a matter of fact it is not good intentions or intelligence that is lacking; it is a dynamic drive to overcome the traditional self-complacency of their committees on admission or whoever may be responsible for the nineteenth century mind-set.

One is in danger of personifying a college, of course; but it does give one pause to read a statement by a college president complaining that college freshmen cannot read a book, but must be given assignments of pages or even paragraphs; and another complaint from the same college president says:—

> "Credits for courses, as an equivalent or substitute for knowledge, are coming to be recognized as one of the gravest maladies in

(4) The Plastic Years, Survey Graphic, April, 1926.
(5) School and Society, Vol. XXI, No. 547, p. 732-3.
(6) Harvard Advocate, April, 1926.
(7) Accredited Secondary Schools in the United States. Bureau of Education, 1925, page 1.

American education, for which the colleges, and even the graduate schools, are largely responsbile."

Now these statements are both from the president of my own *alma mater*, a man for whom I have the greatest admiration. And yet, the very college of which he speaks is binding junior and senior high schools so that they must educate boys in ways that make it improbable that they will be able to read a serious book through reflectively. And that very college is perhaps the worst example of all men's colleges in the drive for marks! marks!! marks!!! as a substitute for knowledge in the high school.

Pupils learn the reactions that they give birth to and no others; boys learn to pitch baseball by practice with satisfaction in controlling the ball. And the boy or girl who practices the doing of daily assignments in history and Latin in order to satisfy the teacher so as to get marks that will get him into Harvard or Smith learns to study assignments and to be satisfied with marks as a substitute for knowledge.

In effect, what *is* the constant appeal and drive of college preparation for the pupil? Get your Latin, get your Latin—never mind the sunset; never mind the fact that your tired mother is washing the dishes. Twenty lines of Latin or you will flunk in class tomorrow! Get your mathematics—forget the needs of your sick sister. Compete! Compete! Beat somebody for a place in the upper fifteen per cent.; to help your neighbor is cheating, and anyway your job is to beat him, not to co-operate with him. Grind your history, tabulate it, and memorize it. Cram it for examination purposes. What care you for the art exhibit, the current social problems, the textile strike? Grind, cram, stuff—for what? For marks! *marks!* college entrance marks! Marks, not knowledge, is your goal. Marks, and memorized answers which will earn marks, and which will alone get you to college!!

Colleges here in the East have pretty definitely controlled secondary school practices up to, and including, the present. If, then, the colleges are not now satisfied with the motives and abilities of the students whom they are getting, would it not be wise for them to get out of the way, and to allow those who understand education of young adolescents the freedom to do the job?

"After all, why is knowledge so highly prized? Surely it is because of its power to throw light upon the problems of human life." (8) If the statement of the Harvard Student Council Committee on Education is correct, then in the name of purposeful knowledge the junior high school curriculum must not be distorted by the college examination preparatory incubus.

If the colleges wish young men and young women who seek knowledge, who seek answers to meaningful questions, then they should welcome the junior high school, encourage it, and keep their hands off. If the colleges prefer young men and young women who have the desire and the ability to carry our broadly conceived social-civic responsibilities, who engage in wholesome recreation and avocations, who have the desires and habits fundamental to maximum physical efficiency, and who are intelligently preparing themselves for their vocations, then the college will join hands whole-heartedly with those who are responsible for the development of the junior high school. For in this new school are such traits nurtured by precise practices and in social settings.

In the junior high school we find for the first time that the democratic education of all the children at the beginning of adolescence is being purposefully planned. As rapidly as colleges can see their way clear to put the emphasis on personality and future promise of candidates, then the junior high schools' contribution to success in college will become more apparent. For the college program of student direction is very like that of the best junior high schools.

In a word, the junior high school will make its contribution to the students' success in college and in life by duplicating the *desirable* experiences of college and of life. And it will do this for all the children of all the people of the community..

(8) Report of Harvard Student Council Committee on Education, Section VII.

Education is not a charity, but a part of the national defence. Fewer submarines and better schools are the best lines of defence. —W. H. P. Faunce.

Personal and Professional

S. T. NEVELN, superintendent of Austin, Minnesota, for seven years, has many professional achievements to his credit. He has built one of the best high school buildings in any city of 15,000 population that we know. He has every latest idea in every grade. He has carried the enrollment from 1,929 to 2,433 in seven years, and has reduced the cost per pupil from $97.79 in 1921-22 to $83.99 in 1926-27.

L. C. LORD, president of the Charleston, Illinois, State Teachers College since 1899, received the first honorary degree (A.M., 1912) Harvard University bestowed upon a member of a State Normal School faculty. He has the distinction of having more members of his faculty elected to professorships and presidencies of colleges and universities than has any other State Teachers College president. He is today unsurpassed in attractive and every way effective championship of high professional ideals.

He is a native of Connecticut and a graduate of the New Britain State Teachers College. He was a city superintendent in Minnesota, was the first president of the Moorhead State Normal School and was also the first principal of the State Normal School, Charleston, Illinois.

STRATTON D. BROOKS, president of the State University of Missouri at Columbia, as superintendent of Boston in 1910 established the first course of instruction for Vocational Guidance. There were fortnightly meetings of teachers with lectures and special leaflets. Almost every school was represented at the meetings, and a large staff of teachers without either compulsion or extra pay participated in the movement out of genuine interest in the children. Dr. Brooks has been an inspiring leader in more professional adventures in more states than has any other American schoolman.

SMILEY BLANTON, University of Wisconsin, is high man, professionally and medically, when it comes to theoretical and practical service in promoting vocational guidance by application of mental hygiene. We know of no one who is as practical and forceful in writing on the contribution of these two present-day specialties.

MISS BESSIE D. DAVIS, now in the Public Library of New York City, when assistant to the superintendent of schools, Somerville, Massachusetts, in 1913, made one of the first recommendations regarding vocational guidance: "That in the High School one or two teachers be officially designated Vocational Counselors with time allowed for Vocational Guidance among the pupils. If possible one of these counselors should be a man. That a committee of five or more teachers be appointed to work with these counselors in such ways as the latter may find necessary and advisable. That a group of citizens, men and women of recognized character, experience, and standing in profession, business, and trade, be invited to co-operate with the counselors and committee by allowing themselves to be interviewed by such boys and girls as the aforesaid counselors may deem it necessary to send to them for information or advice." This placed Somerville in the front rank of Vocational Guidance.

WILLIAM HARVEY HOUSH, who died recently at the age of seventy-four, had retired from active service as principal of the Los Angeles High School for thirty years, and had been in educational work in the city for fifty years. Upon his retirement graduates of the high school sent him around the world. He returned to the high school upon his return from his trip around the world and assumed duties in the library. He was ill only a week. No other person in the city had had as close relation with as many business and professional men as had he. Our personal acquaintance, which began in 1882, was intimate until December, 1927, when we visited together for the last time.

CARL W. MORGAN, Davenport, Washington, superintendent of Lincoln County, recently had the seventh and eighth grade pupils, four hundred in all, visit Spokane, and the Chamber of Commerce took charge of the Lincoln County visiting students, and all the leading industries of the city extended every courtesy. The Spokane press gave this visitation as much attention as they give an athletic visitation. County Superintendent Morgan is one of the wide-awake school men of the state.

DR. WILLIAM H. SNYDER, principal of Hollywood High School, Los Angeles, has been honored by having an oil portrait hung on the walls of the school of which he has been principal for many years. The students, alumni and alumnae and friends of the school arranged for John Hubbard Rich to paint the portrait. Dr. Snyder is a New Englander and the artist is a native of Boston, and has received many honors from the Boston Art Museum., Mr. Rich has been selected by the prinicpals of Los Angeles to paint a portrait of Dr. Susan M. Dorsey, upon whom personal and professional honors are being showered locally and nationally.

EDUCATION IN ACTION

Public School Music Called Real Advance

The musical development of the people of the United States is now assured through the work which has been done in the interest of good music by the public schools, declares C. M. Tremaine, president of the National Bureau for the Advancement of Music. Associated with the public schools in forwarding the cause of good music are the federated music clubs in every state and the radio, Mr. Tremaine said. He declared these three agencies are doing more than anything else in establishing appreciation of good music.

High School Students In Intellectual Meet

Star performers skilled in jumping the hurdles of Latin verbs and chemical formulas, nearly 600 of them from high schools of seven states, competed in an "intellectual interscholastic" at the University of Chicago. Prizes totaled $9,000 in scholarships at the university. Students came from as far as Arkansas and Connecticut to compete. Examinations in the high school subjects were held in the morning. The faculty was organized to grade papers in record time, so that results could be announced the same evening.

State Land Aids School Growth

The money derived from the sale of land donated by the Federal Government when South Dakota was admitted into the Union has been used in building up the common school system. The schools have received $24,537,667, and there is now an accumulated fund of $22,800,000 from land sales and subsequent investments. This is largely attributed to the determination of the early educators of the territory to preserve this heritage for the schools. They hedged the fund with restrictions which forbid speculation and political handling of the 2,187,244 acres of land apportioned by Congress to South Dakota.

Minister Would Abolish Prussian School Rod

The iron discipline always associated with Prussian schoolmasters will have to be enforced in the future without application of the rod if the precepts of Herr Becker, Prussian Minister of Education, prevail. Girls should be spared corporal punishment as well as all pupils in their first and second school years, Herr Becker believes. "Lickin' and Larnin'" must part their ways as far as backward and inattentive youths are concerned, also, Herr Becker being opposed to the idea that education can be beaten into children. He says that modern pedagogy demonstrates clearly that the desired end cannot be obtained by inflicting corporal pain, and in nearly all such cases much harm is done by causing unbearable humiliation.

Principal Directs School by Microphone

La Salle School, in New Orleans, has installed a new kind of radio arrangement. With the aid of the new device, when Miss Gertrude Ellis, principal of the school, wants to address the students she simply sits down in front of the microphone and turns a key, on a sort of switchboard, corresponding to the room in which she wishes to talk. One day, not long ago, Miss Ellis asked Nicholas Bauer, superintendent of the public schools, to address the pupils. Shortly before the end of the morning session next day Mr. Bauer telephoned from his office that he was ready to speak to the children. Miss Ellis turned the keys on the board near the microphone and spoke to the pupils. "We are ready to have the address by Mr. Bauer. One moment," she said. She put the microphone and the telephone receiver together. "All right, Mr. Bauer." He then read a five-minute address from his office and then went out to lunch.

Michigan High School Installs Speech Department

A "speech department" has been inaugurated in the Pontiac, Michigan, High School. It offers six courses, for which credit is allowed by the state colleges and universities. The department publishes a semi-annual, maintains a little theatre of its own, and has a costume library of more than 300 costumes.

Student Journeys Far for Education

A quest of 35,000 miles for a college education will have accomplished its end for Miss Maria Molinary of Aquadilla, Porto Rico, when she receives a diploma from the school of education of Boston University this spring. From Porto Rico to Hawaii through the Orient and Europe to London, and thence to the United States lies the trail she has covered in pursuit of her studies. After finishing grammar school in Porto Rico she graduated from high school in Honolulu. She then went to Paris and London, but arrived too late to enter college in either city. She came to the United States and entered Drake University at Des Moines, Ia., where she was permitted to make up her preparatory work and carry some college studies. Last summer she studied in Paris and entered Boston University in September. She will receive the degree of Bachelor of Science in Education, and expects to teach foreign languages in the United States before returning to Porto Rico.

"Journalese" Now Invading Schools

"Journalese," the language of newspapers and newspaper men, is invading the public schools of California. Not only will California's new series of language books employ cartoons suggestive of comic strips to enliven the pages, but the text matter itself will have a distinct newspaper flavor. There will be "lead" paragraphs, such as used in newspaper stories. Blackface type will be generously employed. Slogans will be introduced frequently and rules of speech and writing will be impressed on youthful minds with headline method. Three books of the new series will be ready for use at the beginning of the fall term.

Recorder of Voices Aids Language Study

Persons of different nationalities pronounce the same sounds by using their speech organs in different ways, and to determine just what the difference is, the University of Chicago employs an apparatus that makes a graphic picture in waving lines, of the sound as pronounced. As the breath is expended, the lips moved and other processes in speech performed, the result is recorded on a moving cylinder.

Yale Aviators Need Special Permit

The deans of Yale College, the freshman year and the Sheffield Scientific School of Yale University have given Yale undergraduates official notice that no students would be allowed to operate any form of aircraft without permission of the dean of the school in which he is enrolled. The permission of the students' parents must be obtained before the dean will issue a permit.

Czechs Aid Teacher-Mothers

By recent order of the Czechoslovak Ministry of Education, maternity leave of absence for three months may be granted to married women teachers. Further leave may be allowed, but without pay, and the time of such leave will not be credited toward promotion to a higher grade nor toward service requirement for pension.

Bad Spelling Due To Alphabet Maze

"Some persons spell better than others because they are more careful," declares Dr. Frank H., Vizetelly, lexicographer. "They are more observing in all that they do and good spelling is as much a matter of eternal vigilance as good English. It will be so just as long as we use a twenty-six-letter alphabet with which to indicate forty-eight sounds. We are all taught with the self-same alphabet and feed it to our children year in, year out. Another reason why we misspell is because we mispronounce. Any one who mispronounces has no right to chide anybody else for misspelling. The man who says 'progrum' has no right to complain if his stenographer spells the word as he mispronounces it. If we had adequate and competent values with a system of accents, giving to each vowel its own sound and value, so that every shade of that vowel would be shown in its accent, there is not a single word in any tongue that we could not spell accurately. That would be competent, adequate spelling, not the clipping, hair-pinching carbuncles and cancers that go by the name of spelling today."

Teacher Coaches For Wakefield

A plan to have a teacher coach for every branch of physical training in the Wakefield, Mass., schools, has been adopted by the school department, on recommendation of Homer Shellenberger, who has been general physical director and general coach. Teachers who resign are to be replaced by men competent in some branch of sport. The first replacement will be in the high school science department. Miss Marion Lawson, who has resigned to marry, will be succeeded by a science teacher who will take over football activities.

Four Schools In One Building

Dr. Michael H. Lucey, principal of the Julia Richman High School for Girls in New York City, has organized the 5,000 pupils and 160 members of the teaching staff into four major sections which have been named the East, West, North and South Schools. All four divisions are housed in the same building, but each school has its own head, its own office, its own teaching personnel, and its own pupil group. As nearly as possible each school takes responsibility for its own pupil clientele in such matters as attendance, student activities, and records. At times two or more schools may be called upon to co-operate in undertakings requiring co-ordinated action. This plan of organization leaves the central office free to carry on activities more intimately connected with the institutions as a whole.

Army Education For Cuban Illiterates

Compulsory military service for illiterates over twenty-one years of age is provided in a bill presented to the Cuban Congress. The bill also provides for a check of census figures on illiteracy in order that no unlettered individual may escape compulsory education. The term of service in the army would be the time needed by each individual to absorb the "three R's," it being understood that several hours of instruction in the elements of education will be given by non-commissioned officers, in addition to the usual drill. Another provision of the bill is the creation of cash prizes for rural school teachers who succeed in teaching groups of 100 illiterates of more than the usual school age, but under voting age, to read and write.

Japanese Advocate Business Colleges

Plans for improving and increasing the schools devoted to the training of students for business careers are being studied by the Japanese Ministry of Education. It is probable that a number of business colleges with courses covering four or five years will be established. The Osaka Aashi seizes the opportunity to point out that while cultural education has progressed at a rapid pace in Japan, training for business has been severely handicapped by lack of funds and vision. "The importance of the education of producers has been slighted," says the paper.. "In the past, education was regarded as separate from the professions and as important for a few particular classes of society only. Business colleges must now be considered as indispensable."

Class Studies Ocean Lying on Its Bottom

Something new in university teaching was introduced in Miami, Fla., recently, by Professor Jay F. W. Pearson, of the University of Miami, who took his field zoology class down to the bottom of the sea to study the flora and fauna of the Atlantic. The students, in bathing suits and diving helmets, took their positions comfortably on the sandy bottom and observed how Professor Pearson gathered specimens. Approximately a dozen students made the ocean-bottom study, while an additional dozen watched the operations below from the glass bottom of a boat.

Junior High School Executives Studied

Study to determine the training, experience and interests of principals of junior high schools in the United States, as well as the duties and activities for which they are responsible, will be made under the joint auspices of the United States Bureau of Education and of the National Committee on Research in Secondary Education. Frank K. Foster, of the University of Washington, directing the survey, will seek information from all junior high schools in which grades 7 to 9 are administered as a separate unit. This is believed to be the first extensive survey of the preparation and activities of principals of junior high schools.

Police High School Opened in Hungary

A decree has just been issued in Budapest providing for the better education of police officers in Hungary. A secondary school at Funfkirchen has been converted into a police high school, which will open in September. More than 100 scholarships have been granted by the state, and the holders of the same will attend the prescribed courses for at least one year. The aim of the movement is to train men for all the protective forces of the state. including the gendarmerie, river and customs house guards, as well as the ordinary police force, and to improve the standard of education among those at present in these services.

Teachers Measure Daily Zeal of Pupils

French pedagogues, with their passion for thoroughness, have been investigating the daily records of their pupils, to ascertain on what days, or at what time, they are generally most attentive to their studies and to the work of their classes. They have found that decidedly the best day of the week is Tuesday, the whole day. Next comes Friday afternoon and Saturday morning—schools have Saturday sessions. Then come in order Wednesday morning and Monday afternoon; Friday and Monday mornings; and finally, least of all, Wednesday and Saturday afternoons. No mention is made of Thursday and Sunday, on which days schools are not in session. It is to be observed that the half-days immediately preceding them, however, are the worst times of the whole week.

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F. D. SOFIELD
Managing Director

TREND OF THE TIMES

CENTURY CLUB has been formed by a number of business firms in Boston that have been in existence for a hundred years or more. The twelve charter member firms make an interesting reminiscent pattern of Boston and its surrounding territory in those days which writers and essayists like to call the golden days of New England. New members may gain admittance by filing a history of their business and buying a dinner for all members of the club.

PAN-AMERICAN conditions are better now than they have been for many years and are continuing to improve, declared Charles Evans Hughes in a lecture at Princeton University, reviewing briefly the economic, cultural, and political relations between the Americas during the first quarter of the century.

SLAVE "POWER" possessed by modern man in the mechanical power available in the United States is equivalent per capita to the power of 175 ante-bellum slaves, declares President Walter D. Scott, of Northwestern University. "The American who today possesses the equivalent of 175 slave-power probably will possess double that in a few years," he said..

PEDESTRIANS in Vienna walk on the streets much after the manner of a flock of sheep, resulting in constant jams, so police authorities will undertake to teach the public how to use the streets. A large body of trained policemen will daily invade all the principal thoroughfares, detain the walking citizens and demonstrate to them how they must follow-on, cross, overtake and pass each other on the sidewalks and where and how to cross the streets.

FOUR MILLION dwelling houses, in which live more than 20,000,000 American citizens in incorporated towns and cities have no bathroom facilities, according to a three-year survey made by the General Federation of Women's Clubs. In the survey data has been obtained about 8,000,000 farm and city homes. The purpose was to find out what arrangements had been made, through labor-saving devices, for the comfort of the housewife and her family. In many instances barns were found better equipped than the farm houses.

GERMANY is starting a war against street noises by opening a competition for the best scheme to abolish the nerve-racking clatter and din of the big cities. All the traffic noises are measurable by an instrument called the Backhausen sound meter. Traffic experts claim that most street accidents are attributable to the nerve-destroying racket which is making city life hideous. Two hundred dollars is offered for the best solution.

HIGHEST and most variable tides in the world are found along the Atlantic Coast of North America. These tides range from fifty feet in the Bay of Fundy, in Canada, to only one foot at Nantucket Island, off Rhode Island. New York Harbor has a tidal range of about four and a half feet, whereas Eastport, Me., a few hundred miles away, has a range of twenty feet. Boston's tide rises ten feet, while far South at Key West the ocean lazily leaves the shore line with a tidal range of a foot and a half.

"PTOMAINE POISONING" has long been an expression to conjure with in medicine, as well as in the writings and conversations of the layman, declares the American Medical Journal. "The nondescript expression, 'ptomaine poisoning,' should be entirely abandoned," it says. "For the most part it is a misnomer. The haphazard diagnosticians will miss the self-satisfying euphony of these words, and the public may regret the passing of the verbal symbol of the mystery of upset 'inner workings' of mankind. Nevertheless the plea for the abandonment of an admittedly inconclusive designation of disease must win."

GREAT BRITAIN closes her financial year with a surplus of but 55,000 pounds sterling. Apparently, it was stated, Winston Churchill, Chancellor of the Exchequer, overestimated the government's revenue, which is likely to fall 1,500,000 pounds below his estimated figure of 834,830,000 pounds sterling. However, shortage of revenue is more than counterbalanced by the saving in national expenditures.

UNDETERRED by the heavy toll of death taken last year and already this year by the attempt to fly the Atlanic ocean from the east to the west, at least a score of airplanes are being constructed, finished or tuned up for the long jump. Almost every nation of Europe seems to have been bitten by the transatlantic flying bug. Airplanes, flying boats and dirigibles of various types may come from England, France, Germany, Italy, Sweden, Holland, Spain or Poland.

The BOOK TABLE

NEW INTRODUCTION TO SCIENCE. By Bertha M. Clark, Ph. D. Cloth. Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is literally a "New Introduction to Science," new in spirit as in arrangement and illustration. It covers the full range of science, but not in the traditional way. It is not a "General Science" textbook, but approaches science as it is related to Food and Water, Clothing and Fabric, Light and Illumination, Using Some Factors of Our Environment, How the Work of the World is Accomplished, Using and Generating Electricity, How it Continues and How It Varies.

Although it is a school textbook it is written in as popular a way as though it were a series of popular scientific lectures, or a series of the most brilliant magazine articles.

The illustrations are new scientific illuminations. There is the most skilful application of literary genius in the presentation of highly important facts and there are many highly useful aids to easy appreciation of facts and forces of science, and everything is scheduled to capture the attention of students and to give the knowledge a retaining quality so that it will be remembered without any memory scheme.

GEOGRAPHICAL AND INDUSTRIAL STUDIES. EUROPE. By Nellie B. Allen. Cloth. Profusely Illustrated. 419 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Nellie B. Allen developed a fascinating way of presenting facts and fancies about child life, domestic, industrial and country customs years ago and the charm has increased with practice, and no one has a more reliable hold on the school and home public today than she demonstrates in "Europe."

THE MUSIC HOUR. Second Book. By Osbourne McConathy, W. Otto Miessner, Edward Bailey Birge, Mabel E. Bray. Illustrated by Shirley Kite. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

"The Music Hour," Second Book, is as distinct a joy for school children as an automobile that will climb hills on "high" is to the chauffeur. This as well as the First Book of "The Music Hour" is, so far as our memory goes, the first attempt to create a school music book that is as fascinating through its illustrations to children not interested in music as it is to the children who sing.

The lovely pictures are associated with the song, and the nearest monotone in the class will read the words of the song because the association is irresistible, and it will be as natural for any child to read it with a touch of melody as for a birdling to use his wings before he can fly.

These beautiful illustrations of the songs are to music what the tempting corolla is to the bee that brings the pollen which creates new plants.

GRAMMAR IN ACTION. By J. C. Tressler, Richmond Hill High School, New York City. Cloth. Illustrated. 285 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

The reason that formal grammar was neglected and often ridiculed for the first twenty years of the twentieth century was because there was an idea that the schools were expected to teach children to write.

The idea of grammar until near the close of the nineteenth century was that it was intended to teach children how *not* to *write*. Now they are making grammars to help children to write. "Grammar in Action" means grammar for use and not for abuse.

Children use grammar before they know grammar. They write good sentences and know good sentences before they know that they are sentences.

That is what children are doing all the time. They creep in their own way and no one ever taught a child how to creep. When they can get anywhere and everywhere by creeping they stand up and walk, fall down, get up and walk some more, until they can run and not tumble down. They learn to walk by tumbling down. They learn to talk gibberish stuff, then baby talk, then in appreciated English. No child was ever taught grammar in order to have him learn to talk. Grammar is now learned by talking and writing. It is in action that it is learned.

THE ADMINISTRATION OF AN ELEMENTARY SCHOOL. By Arthur S. Gist, State Teachers College, San Francisco. Cloth. 307 pages. New York, Chicago, Boston, Atlanta, San Francisco, Dallas: Charles Scribner's Sons.

Arthur S. Gist has demonstrated really phenomenal skill as the principal of elementary schools in Seattle and in Oakland, California. It was the superior wisdom in administrative leadership in Seattle that created the opportunity to edit the four famous Year Books—1924-25-26-27 — of the Department of Elementary School Principals, and it was the professional and literary achievement of these Year Books that was largely responsible for the great prominence of this Department of the National Education Association. The combination of eminent success in elementary school administration together with his artistic skill in presenting the success of the latest demonstrations of school administrations led to his selection by President Roberts of the Teachers College as his leader in the Department of Administration. This book is the winnowed wisdom of Arthur S. Gist's experience.

ELEMENTARY GEOGRAPHY. Revised Edition. By Frank M. McMurry and A. E. Parkins. Cloth. 340 pages (8 by 10). New York: The Macmillan Company.

Probably no Elementary Geography has been better known in the last eight years than this book when the first edition appeared, for it had extensive use from the first, but so many things have happened geographically since 1921 that a revision is heartily welcomed even by the most ardent admirers of the original book.

The authors assure us that every line of the text has been scrutinized and much of it has been re-written. Greater simplicity has been the chief goal in this task. The subject matter, however, has also been completely rechecked and brought down to date. All numerical statements have been verified and, when necessary, modified to conform to the most recent and reliable data obtainable.

An entirely new world review has been provided. A new statistical appendix has been provided. The book has been copiously and analytically indexed.

The book contains entirely new color-map equipment, consisting of thirty-six pages of maps instead of thirty-two as heretofore. There are four new full-page colored illustrations and many new photographs.

PICTURE VALUES IN EDUCATION. By Joseph J. Weber, Ph.D. The Educational Screen, Inc., 5 South Wabash avenue, Chicago, Ill.

This is a much needed book. It is a complete record of an experimental investigation carried on with both grade pupils and college students at the University of Kansas in 1921-1922; also a partial summary of comparative effectiveness of some visual aids.

It compares by reporting experiments, photographs, lantern slides and stereographs. It reports upon experimental study of effect of perspective and color in stereography.

It compares the lantern slides as a visual aid in verbal instruction with the stereograph as a visual aid in verbal instruction.

It is impossible to give anything like an adequate notice of this book just as it is to make a verbal statement compete with visual education. There are important relationships that exist between visual aids and the major phases of modern educational theory and practice. Visual aids in education serve to arouse the learner's interest and stimulate him to more productive activity. Human beings are naturally more easily interested in the concrete and the realistic than in the abstract and the symbolic. Moreover, they are endowed with the drive to achieve goals which they themselves can perceive, rather than those that have been set up by others. The same is true of ideals: only if self-created do they function in human conduct.

"The curriculum is a pantry in which the flour of learning is kept to be baked into the bread of life. It happens only too often, though, that the bread so baked is unpalatable; and the trouble seems to be that it needs a better leaven. While many kinds of leaven are available, only one kind is pertinent here, namely, visual aids. Visual aids can be used to great advantage in geography, history, science, and all similar subjects in which the fund of experience constantly needs to be enriched. The advertiser has already discovered how to mix pictorial matter with language in such a way as to effect the most learning. A study of a number of advertisements of the highest grade has revealed the fact that over fifty per cent. of the space is devoted to the picture and the remainder to verbal matter. In an ordinary school textbook, on the other hand, the space given to pictorial illustrations was found to be less than ten per cent. What the modern educator needs to do is to become convinced of the value of pictorial illustrations, and then work out an artistic balance between language and photography to secure the greatest economy in learning. Why should the educator be less efficient than the business man?"

THE DISTRICT SCHOOL AS IT WAS. By one who went to it. Edited by Clifton Johnson. New York: T. Y. Crowell Company.

The author's charming introduction is the best way to indicate what he has really done in "The District School as It Was."

"The New England schools of the early part of the last century had a primitive picturesqueness that makes them seem of a much more remote past than they really are. The wood-pile in the yard, the open fire-place, the backless benches on which the smaller scholars sat, and the two terms—one in winter under a master, and one in summer ruled by a mistress—have the flavor of pioneer days. In this seeming remoteness, coupled with its actual nearness, lies the chief reason for the charm that this period has for us. The intervening years have destroyed every vestige of the old school sights and customs. We have only fragmentary reminiscences left. But the more the facts fade, the more they allure us. We are bringing the old furniture down from the garrets, and setting it forth in the places of honor in our best rooms; and the same feeling that prompts this love for an ancient chair or 'chest of drawers' makes us prize the reminiscences of bygone times as age gives them an increasing rarity."

This book was first published in Boston in 1833, and has been republished several times. It has never been quite as welcome as in 1928.

TENURE OF TEACHERS IN THE PROFESSION. With Special Reference to Wisconsin. By Clarence L. Clarke, Ph.D. Alumni Press, University of Michigan, Ann Arbor.

Dr. Clarke has reduced the problem of tenure to its lowest terms. His is not a study of tenure from the standpoint of safeguarding contracts of teachers, which is generally understood to be the significance of tenure, but he seeks to provide information for meeting problems that are liable to arise.

"To discover as reliable a measure of the average tenure in the teaching profession as can be established by the use of obtainable data. As a part of the investigation an effort is made to determine, if possible, the relationship of tenure to other characteristics of the teaching personnel, such as training and position.

"The sense in which the term 'tenure' is used in this investigation is concerned with the answer which can be made to the question, during how many years, on the average, do persons who enter the profession actively render service?

"The establishment of a reliable index of tenure is desirable from several points of view. It constitutes knowledge of prime importance to those engaged in constructive efforts aiming at the development of a profession of teaching. One of the important factors which set limitations on the efforts to develop a profession of teaching is that of tenure. If tenure is relatively short it is a difficult problem to cultivate a professional attitude among the personnel of the profession and develop *esprit de corps*.

"From an economic point of view the increasing cost of training may eventually cause financial consideration to become even more closely associated with the question of tenure. It is more than probable that before long there will be necessity for quite definite ideas as to how different amounts of prerequisite training are related to varying lengths of service rendered in the profession. If it is to be known how these newer certification programs are affecting tenure, it will be necessary to know what facts obtained before they became completely operative. Comparisons will not be possible without some reliable basis for instituting them.

"In recent years various states have quite definitely committed themselves by legislative enactments to greatly enlarged programs of personnel management. These programs constitute heretofore untried efforts to control the personnel of the teaching population. They are in the nature of experimental endeavors to secure in larger measure the qualities considered desirable. The programs in themselves entail the necessity of more precise information of the various characteristics of the teaching personnel than has heretofore prevailed.

"Salary schedules and their underlying principles are in the process of evolution. Higher salary schedules are being put into operation. Advocates of the advancement of salaries have implied that higher salaries would reduce the undesirable characteristics attaching to the profession."

Dr. Clarke provides more reliable information than has heretofore been available. The various reports of studies made by various persons and committees in Wisconsin provide more basal facts to give the study much more material than could be had in any other way, and Dr. Clarke uses this material most skilfully and masterfully.

This is the only adequate study of this phase of tenure that has been made by anyone. It is a noble professional service that Dr. Clarke has rendered.

Books Received

"When Kentucky Was Young." By Fannie Casseday Duncan. Louisville, Ky.: John P. Morton and Company.

"The Unique Character of American Secondary Education." By Charles H. Judd. Cambridge, Mass.: Harvard University Press.

"The Music Hour." (Second Book.) By Osbourne McConathy, W. Otto Miessner, Edward B. Birge, Mabel E. Bray. New York: Silver, Burdett and Company.

"Picture Values in Education." By Joseph Weber. Chicago, Ill.: The Educational Screen Company.

"Active Citizenship." By James A. Woodburn, Thomas F. Morgan. New York: Longmans, Green and Company.

HYGIENE and ECONOMY

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GRINS BETWEEN GRINDS

Electrified Beast

Muriel had been to the zoo for the first time, and was giving her grandmother a long account of what she had seen.

"And which animal did you like best, dear?" asked her grandmother, when Muriel had finished.

"Oh, the elephant!" was the reply. "It was wonderful to see him pick up buns with his vacuum-cleaner!"—Christian Evangelist.

Never Occurred to Her

Irritable Husband (to wife driving a nail)—"However do you expect to drive a nail in the wall with a clothes brush? For goodness sake use your head."

Before the Steam Age

When asked by her teacher, "In whose reign do we first hear of railways?" a little girl replied: "In Solomon's."

She was asked to think again, but persisted in her original statement, and the teacher then inquired why she thought so.

"Because," replied the little girl, "we are told in the Bible that the queen of Sheba went to Jerusalem with a very great train."

Dad Needed It

The proud young father had walked the floor with his first-born three nights. On the fourth he brought home a bottle of soothing syrup.

"Why, James," his wife protested, "don't you know it is dangerous to give that stuff to a baby?"

"Don't worry, dear," her husband replied wearily, "I'm going to take it myself."—Capper's Weekly.

Need for Apology

Arthur—"The idea of letting your girl tell everybody she has made a man of you. You don't hear my wife saying that about me."

Jack—"No, but I heard her tell Smith that she had done the best she could."

Just Like That

A tourist stopped at a lonely cabin in the Tennessee mountains. He noticed four good-sized holes in the door.

"I don't like to be inquisitive, but what are the four holes in the door for?" he inquired.

"We got four cats," answered the mountaineer.

"But why didn't you have one good-sized hole?"

"—Hell, stranger, when I say 'Scat,' I mean 'SCAT!'

Proper Distinctions

A distinguished Oriental, lecturing in this country, said in addressing his Philadelphia audience: "I am indeed pleased to be with you. Week before last I had the pleasure of addressing the literati of Boston. Last week I spoke before the profligati of New York, and now I am glad to be among the sarcophagi at Philadelphia."

Try 'Em on the Dog

Usher—"Sorry, lady, you're not allowed to take your dog inside."

Patron (haughtily)—"How absurd! What harm can the picture do to little Nero?"

Use Your Head

Guest—"Waiter, this steak is like leather and this knife is dull."

Waiter—"Strop the knife on the steak."

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GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

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JOURNAL MAIL BAG

A Correction

Editor, Journal of Education:

A paragraph in your issue of May 7, 1928, has just come to my notice and I am writing in the hope that a correction may be inserted in some future issue. The paragraph in connection is one of those under the heading "Personal and Professional" on page 560, and refers to the election of Dr. Curtis W. Reese as president of Lombard College.

This paragraph states that he has been elected to the presidency of the college "in its reorganization as a Unitarian College," and later in the article it states that the college was founded by the Universalist Churches, but "will hereafter be identified with the Unitarian denomination."

It is true that Lombard was organized and has very largely been supported by members of the Universalist churches, but the word Universalist nowhere appears either in its original charter granted in 1851, nor in any subsequent amendment to its charter, nor has there ever been any denominational restrictions either as to the faculty or the student body. It has, on the contrary, always been a real "Liberal" and unsectarian college, and it is for this reason that the American Unitarian Association has recently voted to co-operate financially in the upbuilding of Lombard.

It is not to be in the future a "Unitarian College," although it is hoped that individual Unitarians will interest themselves in its success to a greater degree than they ever have done in the past.

Yours very truly,
George G. Davis,
Lombard College,
Galesburg, Illinois.

An Appreciation

Editor, Journal of Education:

The editorial by Dr. A. E. Winship on "Music for Mentally Crippled Children" in a recent issue is splendid and interesting. It is so apropos of what we are doing that I could not help writing you. It seems as if you had visited our grade, because so much of what you advocate is being carried on in my class by the normal student teachers under the supervision of Mrs. O. J. Brenan, instructor of music in the New Orleans Normal School.

The class is the fourth grade. Their ages range from nine to fifteen years old: two nine-year-olds, two fifteen-year-olds, with the remainder twelve, thirteen and fourteen. Their "I. Q.'s" hover around "64." Some one has said: "They're so dumb, they're pitiful." In music? No! ! ! They love it.

You should hear them sing a lullaby; soft, sweet, gentle. The boy who sings too loud will be told by another: "You gonner wake the baby." And there is no laughter. They were not good in the beginning. They were heavy, slow, with their voices in their feet instead of their throats. Mrs. Brenan and the student teachers have worked patiently, diligently, and their results are wonderfully gratifying.

As for appreciation lessons, it is a joy to watch them. They sit wrapped in the music. At the end you get something on this order: The student-teacher was playing "Liebesfreud." She had told them the meaning, composer, and what it was about. The children listened. They absorbed it. The record was played again. These are some of the spontaneous and unsolicited remarks: "He's happy and glad there." "There's the joy of loving." Then Sam said: "That's like 'The Dance of the Hours' where dawn comes out so much and then comes out ahead, anyhow. Joy comes out ahead here." Delighted? We wanted to tell everyone about it.

Recently the New Orleans public schools held a musical appreciation contest. All but four of our children made a score of a hundred per cent.

We have a toy band. Each section: tambourines, bells, railroad spikes for triangles, erasers for clappers, rhythm sticks, all have their own score to follow. Results—First, the children talk naturally now of eighth, quarter, half notes, rests, time signatures, etc. Second, the children are acquiring poise, developing personalities, while qualities have been brought forward that we had no idea existed.

The children have become interested in the birds and protect their nests. They are now watching a mocking bird's nest and reported several upper grade boys for trying to disturb it. They listen every morning for his song. "Nature study with a thrill"? You are right.

I could not resist the temptation to write you and hope you do not mind.

With best wishes, I remain
Yours cordially,
Ruth I. McShane,
Judah P. Benjamin School,
New Orleans, La.

Meetings To Be Held

JULY.

1-6: National Education Association, Minneapolis, Minn.

1-6: National League of Teachers Associations, Annie Kate Taylor, 914 Martinique, Dallas, Texas; Minneapolis, Minn.

1-7: National Association of Visiting Teachers, Lois Meredith, 8 West 40th Street, New York City; Minneapolis, Minn.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

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